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ABSTRACT

This report explores the use of media for the dissemination of nutrition information to rural areas. Dr. Everold Hosein, in his closing address to the Caribbean Food and Nutrition Institute's meeting on Nutrition and Mass Media, calls for the support of mass media managers in national development activities. He sees no conflict between media support of specific development programs and freedom of the press. Also in this issue is a description of a three week communication experiment in Guatemala in which audio cassettes were used in a village level health and nutrition education project. A new series appears in this issue entitled Dilemmas in Country X: Candid Discussions about Failures. (STS)

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MOBILIZING MEDIA FOR DEVELOPMENT:

A QUESTION OF WILL

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Development Communication Report, April 1977

IR005 644

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No. 18

Mobilizing Media for Development: A Question of Will

Finding ways to encourage advertisers and the media to increase their involvement in development communication efforts was a major theme of the Caribbean Food and Nutrition Institute's five-day meeting on Nutrition and the Mass Media. *Nutritionists, media and government representatives and advertising personnel met in Jamaica last September to explore ways of improving communication between area specialists and the media. In his closing address to the meeting, Dr. Everold Hosein of the University of the West Indies discussed some of the problems faced by those who seek to mobilize the mass media for development.*

At the end of any conference it is necessary to ask what was the point of it all. We may view this meeting as a series of communication activities designed to lead to certain behavioral changes. It is quite proper for us at this closing stage to inquire as to what we have achieved and what behavioral changes we should expect to see in the near future.

Let us look at what behavioral changes we would wish for and to do so we return to the objectives of this conference.

Objective No. 1 was to create among mass media communicators an awareness of food and nutrition issues in the region and of the essential role of communication in any strategy for dealing with those issues. The implied behavioral component here is that mass media communicators will cover with sensitivity the complex problems in food and nutrition in the region. Is this likely to happen?

Objective No. 2 was to stimulate among food and nutrition workers an awareness of the potential of the mass media and other communication channels in food and nutrition. The implied behavioral component here is that food and nutrition workers will begin to use the mass media more in their food and nutrition education campaigns. Is this likely to happen?

Objective No. 3 was for us to examine and evaluate the existing content and treatment of food and nutrition information in the mass media and make recommendations for improvement. The behavioral component here is that mass media institutions will cease the publication and broadcast of erroneous, misleading, distorted food and nutrition information. Is this likely to happen?

Objective No. 4 was to identify, as precisely as possible, mechanisms that will enable the optimum use to be made of communication in the solution of food and nutrition problems. This morning's session on guidelines for change and action-plans was our identification of possible mechanisms. The behavioral component here is that the action-plans we have identified will be implemented. Is this likely to happen?

Essentially, we expect behavioral changes to take place on the part of mass media institutions and on the part of food and nutrition workers, and particularly those in government services.

While I would like to leave you on an optimistic note, this is not quite possible. My perception of Caribbean realities suggests that we should expect no behavioral changes on the part of mass media or on the part of relevant government agencies in food and nutrition — unless (and there is hope) there is the political will and the editorial will to make these changes.

But creating either political or editorial will is beyond the scope of this meeting. There are very few senior regional government administrators with us; and there are very few mass media management or editorial staff with us. Yet we in this group may be able to have some small impact and, for that reason, I would like to use this forum to address messages to those

(continued on page 4)

The Pila Project: Cassettes Reach Rural Women

The pila communication project in Guatemala, a three-week experiment that used audio-cassette technology (ACT) to reach women, may provide a viable solution to one of the most pressing problems in development communication — finding economical yet effective ways to get usable information to pockets of rural and urban poor. Prepared as a teaching unit for the World Health Organization, the health and nutrition case study described below provides step-by-step guidelines for planning a culturally appropriate communication strategy applicable to many settings around the world.

The communications factor in development programs has gained increasing importance in recent years. Its role has grown as communications technology has advanced and is now recognized as key to the process of change.

Not long ago, communications technology plus development equalled formal education programs facilitated by television. Today that formula includes many facets of instruction and training and a wide range of media — from puppets to satellites. Optimally, the specific development setting should determine the proper medium to be used. The current term is *appropriate technology*.

A new generation of planners is devoting greater attention to the use of simplified communications technologies in specific development settings. Some of these planners are grappling with the problems posed by the need to reach small audiences with relatively personalized messages. A village-level health and nutrition project in Guatemala provides a useful illustration of this trend. That experience is summarized in study guide form in *The Communication Factor in Health and Nutrition Programs: A Case Study from Guatemala* by Royal D. Colle and Susana Fernandez de Colle (April 1976).

(continued on page 2)

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Pila (Continued)

The *pila* project was funded by the Pan American Health Organization to determine the most effective means of bringing health and nutrition information to laboring families on Guatemala's *fincas* (plantations). Professional and governmental sources were contacted for general information on the region. In addition, the Colles researched extensively the lifestyles of the plantation workers, contacting local families, the resident school teacher, the attending physician, the mayor of the nearby town, and the wife of the *finca* owner who regularly visited the workers' homes and was familiar with their personal lives. It was decided that the women, who assumed most responsibility for household food and health decisions, would be the best target of the improvement messages. The aim of the program was to teach the women sufficient nutrition, hygiene and medical care fundamentals to stimulate an awareness of their own potential to improve their conditions.

Audio-cassettes were selected as the appropriate medium. They were simple, inexpensive, and could be replayed as many times as necessary. Cassettes also allowed the receiver rather than the sender of the message to control the time of learning.

The Colles' investigation showed, however, that the women had little spare time to devote to classes or information meetings. Typically, a woman awoke at 3 a.m., and went to bed at 7 p.m. after spending the day preparing meals, grinding corn, working in the fields, and doing laundry. A helpful communication program would be tailored around these daily tasks.

The *pila* (community laundry center) was chosen as a site where the women could participate in a non-formal learning activity without having to interrupt their work. But, though most of the women came to the *pila* every day, not all of them stayed for the same amount of time. Some came only for a few minutes while others spent several hours. Clearly, any communication method had to be flexible enough to allow for the differences in the women's schedules. And, messages had to be presented orally so the women could work while they listened.

The Colles were also concerned with quality control. They wanted a system that could dependably repeat a message, day-in and day-out, without distortion. The women had excellent memories and the Colles hoped that through repetition and reinforcement the women would be able to learn detailed information as well as general facts about health and nutrition.

Finally, and perhaps most importantly, the communication strategy had to involve the local people. The Colles wanted to design a project that could be continued without outside assistance. Eventually the people themselves would take over all aspects of the system, from planning to production and operation. To meet these goals, the medium had to be inexpensive, easy-to-operate and it had to provide for local input into programming.

Implementation

Audio-cassettes were selected as the appropriate medium. They were simple, inexpensive, and could be replayed as many times as necessary. Cassettes also had another advantage — unlike TV, radio or even extension agents — cassettes allowed the receiver rather than the sender of the message to control the time of learning.

Program content and delivery were tailored to fit the women's daily lives. Using non-professional actors and actresses, the Colles produced a series of thirty-minute programs written in the language and style of the women on the plantation and played daily. Health and nutrition messages were woven into radio novelas, summary statements, spot announcements, music, local interviews and questions. Each segment lasted no longer than eight minutes; thus, even those women who came only to draw water would hear a complete message. Because of the frequent repetition of themes in different formats, women could miss all or part of a program and still benefit from a particular message.

The actual recording, editing, assembling and duplicating of programs was done by the project staff using simple, inexpensive facilities.

Message Design

The key points of each chosen message were presented according to a sequential information-motivation-behavior formula. For example, in the case of educating villagers on how to prevent Newcastle disease in baby chicks, early programs introduced the idea of innoculation. Subsequent programs explained how innoculation builds resistance to disease, and later programs offered practical methods for obtaining innoculations. In each part of the program, as well as in the program as a whole, messages were repeated many times, explanations of how and why certain practices worked were given, and practical behavior was outlined. Since the stories overlapped and were repeated frequently, women did not need to be continuously present at the *pila* to receive the full impact of the programs.

Scheduling & Distribution

A local teenager distributed the tapes and equipment. Each morning she went to each of the plantation's three *pilas* — replaying that day's tape four to five times and counting the number of persons at the laundry site. The same program was recorded on each side of the tape, so that she did not need to rewind tapes. When the women changed their laundry schedule because of the coffee harvest, the teenager was able to change the time when the tapes were played from morning to afternoon sessions. In the afternoon, she adjusted the playing schedule according to when the women came in from the fields, a time that was influenced by the rains.

Take-Home System

Take-home cassettes were used to supplement the *pila* communication system. One of the *pila* tapes encouraged listeners to borrow a tape recorder from the *finca* office so that they could listen to a special tape about chickens. The tape offered a baby chick to the first 100 persons who could repeat a sentence about vaccinations against Newcastle disease. It was hoped that this system would expose other members of the family as well as nearby neighbors to the learning system. Take-home cassettes also allowed the women and their families more control over the timing and amount of repetition in the learning situation. Though records indicate that only a few persons actually

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An international center for materials and information on important developments in the application of communication technology to development problems, the Clearinghouse is operated by the Academy for Educational Development, a nonprofit planning organization, and is supported by the Technical Assistance Bureau of the U.S. Agency for International Development, Washington, as part of its program in educational technology and development communication. The views expressed in Clearinghouse publications are those of the authors and not necessarily those of the Agency for International Development.

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The Clearinghouse is pleased to receive articles and/or photographs from its readers. Articles should be typed and should not exceed 1,000 words in length. Photographs will be retained by the Clearinghouse for its permanent files. Manuscripts and other materials should be submitted to the Editor, *Development Communication Report*.

borrowed a tape recorder (several people expressed fears that they might damage the equipment; others did not have time to stop by the plantation office or were reluctant to face the many men who loitered there), the word about the baby chicks spread. In less than an hour, 100 persons had repeated the innoculation phrase and received a baby chick.

Feedback

Some aspects of the *pila* system allowed for immediate feedback and flexibility. Since a local girl and a cassette system were the mainstays of the project, the programs could be scheduled and rescheduled at the women's convenience. Information units were assigned numbers and charted. These charts enabled program designers to assure that the necessary repetition was included. Numbering made it easier to identify learning goals and achievements, and a simple survey was used to determine the extent to which the project attained its goals.

Results

The *pila* project demonstrated that:

- The cassettes and delivery system were flexible enough to adapt to changes in the women's schedules.
- Women were receptive to the use of the *pila* as a nonformal learning site. They enjoyed the programs and were disappointed when the project stopped.
- According to a follow-up survey, the program produced an immediate attitude and behavior change. (Because of the 1976 earthquake, a planned longitudinal study was cancelled.)
- The program successfully used non-professionals to produce tapes and act in dramas.
- The people mastered the technology easily, and there were no equipment failures.

Conclusions

Three guiding principles emerge from the Guatemalan audio-cassette experiment and suggest a communications model for other village settings.

The first is that communications technology need not be sophisticated to be effective. In their foreword, the Colles point to simple technology as the most fitting extension of "the communication powers of those people who work on the village level."

The two additional principles reinforce that of simplification and permeate the design and implementation of this project. One is personalization of solutions to specific problems: the need to build a project on the special characteristics of the region, and on the goals, beliefs and attitudes of the target audience.

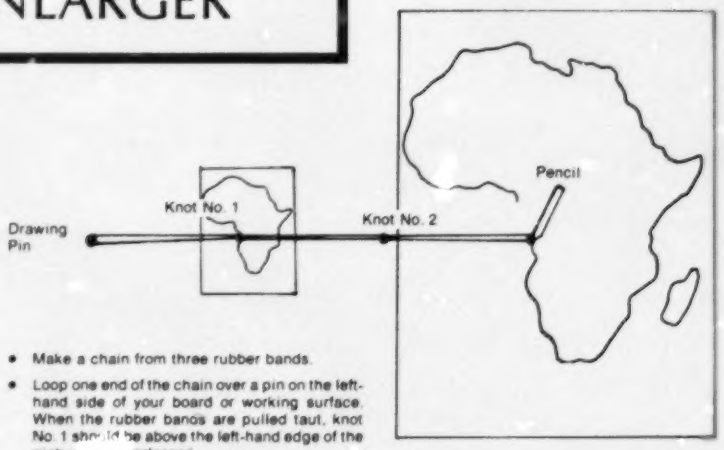
The final essential principle is that change and development come from within village people themselves and that the motivating force for this change is knowledge. The Colles speak of a "poverty in information," that isolates rural people from the basic knowledge they need to improve their own lives.

Information is critical "not because it alone can solve problems, but because it is a crucial part of helping people understand why they have problems, how they can get help, and how they themselves can contribute to ameliorating conditions through their own efforts." ■ Staff

(For further information, contact Royal D. Colle, Department of Communication Arts, Cornell University, 640 Stewart Avenue, Ithaca, New York 14850.)

Cheap & Easy

RUBBER BAND ENLARGER



- Make a chain from three rubber bands.
- Loop one end of the chain over a pin on the left-hand side of your board or working surface. When the rubber bands are pulled taut, knot No. 1 should be above the left-hand edge of the picture to be enlarged.
- Insert the point of your pencil into the loop at the other end of the bands. Keep the pencil upright and have one finger on the rubberband to prevent it from slipping.
- Make an enlarged copy by pulling on the pencil and making knot No. 1 follow the lines of the original picture.

Do not worry about faults and imperfections. You will improve with practice. Corrections and improvements can always be made when you go over the outline with a pen or crayon.

In Memoriam . . .

One of the true masters of "Cheap and Easy" audio-visuals died last December. The love and commitment fostered by Harry Frye of Indiana University will make him as remembered as the techniques he taught his students — lifts, photosketches, etch bleach, water colors, photography without a camera. His greatest gift was stimulating those who worked with him to stop and think about materials long enough to KNOW each one — to learn its properties, its actions, reactions and 45 different ways to use it. He encouraged experimentation and helped us to develop the confidence to doodle and dabble until something, ANYTHING happened. We will miss him.

*I have begun to compile materials for a "Cheap and Easy" book. Please write to me about your needs so that I can be sure to include information about processes and substitute materials that will be useful to you.

Lindy Layer

U.P.A. 594 Logan Avenue, Toronto, Ontario, CANADA M4K3B8

Resourcefulness: Sourcebook on Appropriate Technology

Volunteers in Asia, Inc., has just published the second edition of the *Appropriate Technology Sourcebook* by Ken Darrow and Rick Pam. The sourcebook, which is a guide to practical plans and books for village and small community technology, includes critical reviews of more than 375 publications on energy sources, architecture, agriculture, health care, print, village industries and other areas of intermediate technology. Copies may be ordered from the Appropriate Technology Project, Volunteers in Asia, Box 4543, Stanford, California 94305, USA. Regular price is $4.00 ($2.00 for local groups in developing countries). Discounts are available for purchases of more than 10 copies. ■

Will (Continued)

who could not be with us, and I should do so briefly.

To political leaders and senior government officials I would like to reiterate a theme I have been plugging these past 18 months. And that theme is that Caribbean governments need to become seriously committed to the systematic application of communication methods and technology to our development activities, be they in health, food, nutrition or industry. Over and over again I must repeat that the conventional publicity and public relations agencies of government are inadequate and inappropriate institutions to deal with our development communication concerns. Publicity and public relations have little to do with the communication involved in getting two or three civil service departments in the Ministry of Health to agree on a consistent body of nutrition information. What is required in every government Ministry are small units of communication specialists who can devise total communication plans using all available media resources to support development activities. One would advocate the establishment of Communication Planning Units in every sector of government activity.

Until such time as we have a strong political commitment to the systematic use of communication, lower echelon staff such as health educators and food and nutrition workers will always be frustrated in their attempts to implement innovative communication education strategies.

When there is the political will to create such communication units within governments, then we can hope for the kind of behavioral changes we expect of food and nutrition workers in government. Until such time as we have a strong political commitment to the systematic use of communication, lower echelon staff such as health educators and food and nutrition workers will always be frustrated in their attempts to implement innovative communication education strategies.

Political leaders have a keen sense of effective communication campaigns — but this is evident only every five years in the Caribbean, when organized, systematic, sophisticated communication campaigns are designed for election purposes. What we ask for now is a keen sense of effective communication programs for food and nutrition. Of course, the question of political will does not stop here. It will require political will to establish those standards and communication policies which will halt the manipulation of the people by unethical advertisers. But we will let the matter of political will rest for now.

To mass media managers and editors, I would like to urge a reconsideration of their attitudes toward information emanating from government development agencies. There is a notion among many media executives that to support enthusiastically any government development program is to cease being bastions of the free press. While I strongly advocate the absolute necessity of the mass media or anybody else to criticise governments for their inadequacies and inefficiencies, I cannot endorse what I sense is an aversion by media to support specific national development programs.

Many media managers on hearing the term "development communication" immediately put up their defenses and scream "freedom of the press" . . .

I know many media managers who on hearing the term "development communication" immediately put up their defenses and scream "Freedom of the Press." I can see no conflict between media criticism of government (which is the only important aspect of press freedom) and media support of specific national development programs agreed upon and implemented by the government on behalf of the people.

Therefore, the use of media space to disseminate information on proper nutrition need not interfere with the use of media space to criticise governments for their inadequate food production programs.

When there is this editorial will to support national development activity, when there is this editorial will which sees no inconsistency in being critical and yet being supportive, then we can hope for the behavioral changes we expect from this meeting. ■

About CFNI

The Caribbean Food and Nutrition Institute was established in 1967 to act as a catalyst among persons and organizations concerned with food and nutrition in the CARICOM region. Specialists in health, agriculture, education, nutrition, dietetics, and data analysis conduct research; organize workshops and training programs; provide technical and advisory services; and prepare information and educational materials, including *CAJUNUS*, a bimonthly newsletter. For more information about the Institute, which operates centers in Jamaica and Trinidad, contact the Director, Caribbean Food and Nutrition Institute, P.O. Box 140, Kingston 7, Jamaica, WEST INDIES.

Dilemmas (Continued)

grams connected with rural development. The Ministry would put the team in touch with provincial education authorities. There was still no counterpart team.

Assisted by the committee, the team made its travel plans and went into the field unaccompanied by any Ministry representative. After completing its field work, the team prepared a series of proposals and discussed them with members of the committee. The committee promised to transmit the report to the Ministry but, despite repeated attempts to learn the Ministry's reaction to the team's report, nothing further was heard about the proposals.

Suddenly, to the astonishment of the international organization and the consultant team, the news media started broadcasting unfavorable commentary on international assistance in general and on the team in particular. Through a cleverly composed jingle and a long news release, the team was accused of attempting to subvert the country and of establishing a beachhead for multi-national companies. To prove the point that an international organization was prying into the lives of peasants for a sinister purpose, the report broadcast samples of the team's questions:

To a rural broadcasting station —

- How do you contact the national radio station headquarters?
- Do you have a sample peasant program?
- How do you receive your programs from the capital? Do they come by bus, or by plane?

To the administrator of an adult education school —

- What do you think of the local radio programs for peasants?
- How do you train monitors? Name the vilages in which they work.
- What problems do monitors have in each district?

To storekeepers —

- What radio models and parts do you carry and what are your prices?
- How much demand is there for radios?

The broadcast concluded with an appeal to loyal countrymen to oust the foreign menace and to be alert against a counter-revolutionary government plot.

The team later learned that the Minister believed that the field visits had been made without authorization. They also discovered that the Minister was only interested in building a single radio station in the capital.

• The Ministry remained silent on what it proposed to do with the reports. After consulting with the foreign ambassador and the agency director, the team completed a report of its activities and left the country.

Analysis

In retrospect, it is easy to interpret the Ministry's reluctance to appoint counterparts as a warning that something was wrong. However, many teams are faced with delayed action by government agencies and there was little evidence that this situation might prove different. When, however, the Ministry let the team proceed to rural areas unaccompanied by Ministry representatives, warning signals should have been read. Not only was the Ministry absolving itself of responsibility for anything that might happen, but it was encouraging foreigners to meet with rural officials alone — officials who often hold a deep suspicion of the central government.

The reasons for the Ministry's actions can only be surmised. Perhaps they were based on:

- Second thoughts about involving foreign personnel in sensitive issues involving rural development.
- Disappointment at having the single radio station proposal turned down.
- The failure to involve officials from the national telecommunications agency in planning for the project, thereby incurring their veto.
- Last minute opposition to the project from various parts of the society.

For whatever reasons, the project did not take place. And many needs of the rural target population continued to be unmet. All development efforts today take place against a political backdrop which requires extreme sensitivity of both international organizations and ministries. Send us your thoughts regarding how such situations might be avoided in the future. ■

Reprinted from *Communications Technology for Development*, by Howard B. Leavitt and Peter L. Boynton, Academy for Educational Development, 1414 22nd Street, N.W., Washington, D.C. 20037

ETV Reviewed

Of interest to development communicators is *Educational Television: A Policy Critique and Guide for Developing Countries*. Robert F. Arnove edited this collection of essays that examine why the many promises of ETV proponents have not been fulfilled. The book costs $17.50 and is available from Praeger Publishers, 111 Fourth Avenue, New York, New York 10003, USA. ■

More on Integrated Rural Development . . .

"Communication and Integrated Rural Development" (see ICIT Report No. 16) continues to evoke comments from our readers. David Radel of the World Bank wrote:

I did want to make one comment about a statement Phil Coombs *et al.* made in the article entitled "Is IRD a Cheshire Cat?" On p. 4 they state that "the artificial distinction (largely an invention of the 'communicators') between Information, Education, and Communication in the family planning field has been particularly unfortunate; it has prompted an unwholesome fragmentation rather than integration . . ."

I feel that quite to the contrary this concept of IEC has by and large served to help integrate what have tended to be very disparate streams. Most of the problem does not seem to be at the conceptual level but at the professional level. Some people involved in what I would call IEC activities identify themselves as educators and others, doing almost the identical thing, identify themselves as communicators.

Certainly one finds a fair degree of integration in some of the organizations that have used the term IEC; the Family and Community Study Center at the University of Chicago and the East-West Communication Institute are examples. In the latter case, activities brought together under the IEC rubric have ranged from mass communication, to non-formal education, to technical information services. ■

Training Fieldworkers

The International Planned Parenthood Federation is now offering a multi-media kit to be used in training family planning fieldworkers. *Meeting the People* illustrates a systematic, step by step approach to building a training course but is not in itself a complete training package or course on family planning.

Based on the Indonesian fieldwork training experience, the kit was designed as a resource to be adapted or extended to fit the needs of each country's program. *A Guide to Trainers* and a filmstrip form the core materials of the kit. Supplementary materials include a cassette tape with transcript and notes, a monograph on training, a materials resource list, and various sample materials for trainees. A 16mm film, *The Fieldworker in Indonesia*, is also available at additional cost.

For more information about the kits, which cost US $25.00 (£14.00) each plus postage, contact the Education Department, International Planned Parenthood Federation, 18/20 Lower Regent Street, London SW1Y 4PW, ENGLAND. ■

Learning Aids Exchange

The South Gujarat University in India has established a Resource Unit on Programmed Learning Material and Tests. The Resource Unit, which currently has about 250 programs and tests on various subjects, will act as a reference library for materials produced in India and abroad. Dr. G.B. Shah, Head of the Department of Education, has requested that copies of programmed materials and tests be sent to the unit for use in the collection. The unit will pay, if necessary, for these materials.

Programmers and researchers are urged to make use of the Unit. A catalog of the collection will be sent on request and a typed copy of actual programs and tests can be supplied on a payment basis. For further information, contact: Dr. G.B. Shah, Department of Education, South Gujarat University, Surat 395 007, Gujarat INDIA. ■

New Materials on Media Skills

The British Council has produced 10 radio training kits for use by producers, trainers and teachers around the world. Prepared by professional broadcasters and scriptwriters, most of whom have extensive overseas experience, the series includes: *Sound, the Studio*, the *Illusion of Reality*, *Writing for Talking*, *Dialogue and Drama*, *Music in Educational Radio*, the *Producer at Work*, *Editing*, *Teaching English by Radio*, and *Using Radiovision*. Tape recorded, illustrated lectures provide models of good programming and opportunities for students to practice production skills. Included with each kit are a script and multiple copies of notes, examples and exercises. Some kits feature slide/tape demonstrations and one contains two short 16mm animated films.

A demonstration kit is available from the Council at no cost. For more information and a price list, contact the Management Section of the Council's Media Department.

The Council has also published *A Catalogue of Radio and Television Training Materials from the United Kingdom*, an annotated listing of about two hundred audio-visual and printed materials for use in training radio and television personnel. Listings in each section (Radio, Television, Film for Television and Television and Film) cover a wide range of training materials on production, operation, and engineering. Distribution and publication information is included with each listing. Copies may be ordered from the Media Department, The British Council, Tavistock House, Tavistock Square, London WC1H 9LL, ENGLAND (Tel. 01-387-0166). ■

Dilemmas in Country X: Candid discussions about failures

Dilemmas in Country X is the first in a series of articles about something that is rarely included in descriptions of development efforts — what went wrong and why. Because Development Communication Report *believes that it is as important to analyze the lessons learned from one's failures as it is from one's successes, we urge our readers to share their experiences in using communication in health, agriculture, nutrition, education and family planning projects. Authors' names will be withheld on request and all references to specific countries or agencies will be omitted. We hope that this forum will encourage a candid discussion of what* really *happens during a project. We also encourage our readers to give their opinion as to how they would have handled the dilemmas cited in the series.*

Our first "dilemma" describes an all too familiar problem in many development projects — separating politics and development. Howard B. Leavitt relates the experience of a team of consultants whose recommendations conflicted with the real interest of the host government. Dr. Leavitt is currently Associate Director of the International Council on Education for Teaching (ICET), One Dupont Circle, N.W., Washington, D.C. 20036, USA.

Like it or not, the arrival of a visiting team of foreign consultants is a political act. Sometimes, the work of a foreign assessment team can produce political consequences so inflammatory that a project is stopped.

A small, less developed, agricultural country requested a team of six consultants to help plan the first stage of an integrated rural development program utilizing radio. Radio was seen by the local government and international officials as a potentially effective way of reaching the country's rural population with information on health, agriculture, nutrition and education.

Although it was understood before the team arrived that counterparts had been designated by the Ministry of Education, this proved not to be the case. During the team's first few days in the country, the international organization vainly tried to get the Ministry to assign a counterpart team. Finally, the team was invited to meet with high level Ministry officials about possible uses of radio for rural development. At this meeting, the Ministry revealed a proposal that would use a single high-powered radio station in the capital city to reach rural populations throughout the country. The Ministry agreed to appoint a committee to work with the team on this proposal and reaffirmed that a counterpart team soon would be appointed.

The first meeting with the committee was cancelled. By this time the consultant team had been in the country one week and no counterparts had been designated.

When the team and the committee finally met, the consultant team revealed that the estimated cost of the single transmitter was so high that they questioned the feasibility of the proposal. It also appeared doubtful that even a high powered transmitter could reach the more remote areas of the country.

The Ministry withdrew its suggestions for a single radio station and agreed to a decentralized system of repeater stations in different areas of the country. It was agreed that the consultant team should visit two of the sites, exploring existing facilities and the potential for radio pro-

(Continued on page 4)

SALUBRITAS

The division of International Health Programs of the American Public Health Association, in co-sponsorship with the World Federation of Public Health Associations, is publishing *SALUBRITAS*, a quarterly newsletter on low-cost health delivery systems in developing countries. The publication is aimed at establishing a two-way communication flow among health workers having common problems and similar goals and is published in English, Spanish and French.

The target audience includes health-related workers at the grass roots level and the decision makers who are responsible for establishing policies and priorities within their countries' health systems. The newsletter is also distributed to government agencies, training institutions and bilateral and multilateral organizations.

For further information write to Sylvia C. McCracken, Editor, International Health Programs, American Public Health Association, 1015 Eighteenth St., N.W., Washington, D.C. 20036, USA. ■

Training in Rural Evaluation

Media experts often talk about the importance of audience feedback. But exactly how does one go about collecting such feedback in the rural areas of developing countries? Dr. James Theroux of the University of Massachusetts has some answers to that question based on his recent experience in Ecuador, where he trained a rural radio production team in the methods of formative evaluation. For information aoout the materials used for this training, write to Dr. James Theroux, Center for International Education, Hills House South, University of Massachusetts, Amherst, MA 01002 (Tel: 413/545-0465). ■

Development Communication Report

Clearinghouse on Development Communication

1414 22nd Street, N.W.
Washington, D.C. 20037 USA
Tel. (202) 293-5964
Cable: ACADED

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Mobilizing Media for Development — Nutritionists and media personnel meet in Caribbean 1

The Pila Project — Cassettes bring health messages to rural women..1

Dilemmas in Country X — A new series on what went wrong and why 6

PROJECT INFORMATION REQUEST

Having grown to over 5,500 development professionals, our network can offer a wealth of knowledge and experience to its members. In order to improve this process, we ask that you take a few minutes to answer the questions below. In return for your time, you will benefit from articles on activities of other network members in future Development Communication Reports. *(If time is very limited, please feel free to mail in your responses to side one only.)*

YOUR NAME: _____ DATE: _____

PROJECT NAME: _____ COUNTRY: _____

BRIEF DESCRIPTION OF PROJECT: (Highlight any innovative uses of communication.)

Subject Area:

____ Agriculture	____ Population/Family Planning	____ Education
____ Health	____ Literacy	____ Marketing/Coop
____ Nutrition	____ Community Development	____ Industry

Type of Media:

____ Cassette recorder	____ 8mm film	____ Newspaper	_____
____ Reel-to-reel recorder	____ 16mm film	____ Books	_____
____ Radio	____ Filmstrips	____ Pamphlets	_____
____ Two-way radio	____ Filmloops	____ Posters	_____
____ Videotape (VTR)	____ Slides	____ Billboards	_____
____ Television	____ Photographs	_____	_____

Materials Produced By:

____ project staff ____ sponsoring agency _____

Method of Presentation:

____ media only ____ media & extension worker ____ media & community rep. _____

Message Approach:

____ lecture ____ drama ____ music ____ comedy ____ dance ____ "advertising" _____

Target Audience:

____ men ____ adult ____ rural ____ literate No. of persons in learning group: _____

____ women ____ youth ____ urban ____ illiterate Total number in target audience: _____

Learning Site:

____ home ____ school ____ clinic ____workplace ____ community meeting place _____

Scale of Project:

____ village level ____ regional ____ national No. of villages in project area: _____

Project History: _____ to _____

Current status of project ____ planning ____ implementation ____ evaluation

Number of months devoted to: ____ planning ____ implementation ____ evaluation

Project Personnel:

Number of: ____ full-time staff ____ part-time staff ____ community representatives

Sponsoring Organization: _____

Cooperating Agencies: _____

_____

What were the objectives of the project?

What aspects of the project (i.e., planning, media selection, message design and production, organizational communication, interagency cooperation, and/or evaluation procedures) would be of special interest to others involved in the development process?

Summarize the major successes (failures?) of the project. What factors contributed to each of these points?

What were the "lessons learned" from this project?

Have the experiences of the project been applied to any other development projects? If so, which ones?

For More Information, Contact: _____

_____

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Washington, D.C. 20037
U.S.A.